

**DISRUPTION &
INNOVATION**


**Unfinished Learning
Community of Practice**
Session 4

6-12 ELA
April 21, 2021



1

Welcome Back!



Ali Wilson, Ed.D.

- Former middle school literacy + Special Educator
- Currently Assistant Professor

2

Our Norms

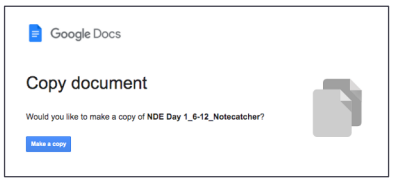
We ask that you please:

- 1) Keep your camera on when possible!
- 2) Stay on mute unless you are speaking
- 3) Trust the process
- 4) Take a strengths-based approach

3

Access Today's Note Catcher!

<https://tinyurl.com/NDEULSession4>



4

Where We've Been...

Session 1	Session 2	Session 3	Session 4
Defining our Equity-Based Approach to Addressing Unfinished Teaching and Learning in ELA	Using Data to Assess Comprehension and Determine Next Steps for Unfinished Learning	Supports for Reading and Understanding Complex Texts Part I: Vocabulary + Knowledge + Engagement	Supporting for Reading and Understanding, Complex Texts, Part III: Foundational Skills and Fluency

6

Simple View of Reading (Gough & Tunmer, 1986)

READING COMPREHENSION

LINGUISTIC COMPREHENSION

$RC = D \times LC$

DECODING

7

Simple View of Reading

$$RC = D \times LC$$

Linguistic Comprehension

- Thematic Text Sets
- Activating + Building Knowledge
- Direct + Indirect Vocabulary Support

8

Today's Focus

$$RC = D \times LC$$

Decoding

Session 4

Supporting for Reading and Understanding, Complex Texts, Part III: Foundational Skills and Fluency

9

Our Essential Questions

How do I know a student is struggling with processing the text?
What does equitable instruction for students with this type of unfinished learning look like?

$$RC = D \times LC$$

10

Today's Objectives

- **Learn** how to identify if a student had a **print-processing need** that is impacting their comprehension
- **Learn** how to use **running record** as a diagnostic tool to identify fluency supports
- **Learn strategies** for supporting fluency, and identifying needs in decoding, and phonemic awareness

11

Let's Hear From You!

**In your breakout groups, discuss:**

- How do you know when a student is struggling with processing the text?
- What strategies/programs do you use to intervene to support them?
- What is going well with this model? What isn't?

12

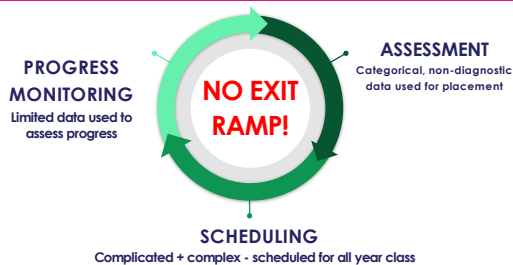
Let's Share Out!



- How do you know when student is struggling with processing the text?
- What strategies/programs do you use to intervene to support them?
- What is going well with this model? What isn't?

13

Adolescent Reading Intervention



14

What do we do about this?

- Continue to think about intervention as a **"continuum of supports"** so that students get aligned needs met in core
- Use **diagnostic measures** to identify when, if and how students receive short, targeted interventions with an "exit ramp"

15

Chall's Stage of Reading Development

READING TO LEARN

LEARNING TO READ

16

Overview of the Stages

Stage 0: Pre-reading (birth - 6):

- Accumulate knowledge about words & books
- Learn how to rhyme and learn about sounds of words

Stage 1: Initial Reading (6-7):

- Mapping sounds to letters
- Learn about "patterns" in words
- Continue to accumulate knowledge and vocab through books

Stage 2: "Ungluing from Print" (7-8):

- Confirming what is known (building fluency) to focus on comprehension
- Solidifying background knowledge

Stages 3-5: Support language & knowledge building

These 3 stages are where students acquire "D" (Decoding) skills.
 $RC = D \times LC$

17

Meet the Four Foundational Skills

1. **Print Concepts** = knowledge about books
2. **Phonological Awareness** = hearing sounds that make up words
3. **Phonics** = mapping sounds to letters on the page
4. **Fluency** = reading with speed, accuracy + expression

$$RC = D \times LC$$

18

Consider this quote

"...Human beings can attend to only one thing at a time. We are able to do more than one thing at a time if we alternate our attention between two or more activities, or if one of the activities is so well learned that it can be performed automatically."

-LaBerge + Samuels, 1974

How might this concept relate to fluency?

19

Cognitive Process of Reading

Reading with understanding
requires that students:

1) Unlock the
words from print

2) Make meaning from
what's being read

20

Fluency is the "bridge"



21

A Shared Definition

Fluency is...
Accurate reading of a text at an
appropriate **rate** with appropriate
expression.

22

Great Readers A.R.E. Fluent

Accuracy
Read words
accurately

Rate
Not too fast, not
too slow

Expression
Not reading like
a robot!

Fluent readers...

1. read words and punctuation accurately
2. read aloud at an appropriate pace
3. read with appropriate expression
- 4. understand what they are reading**

23

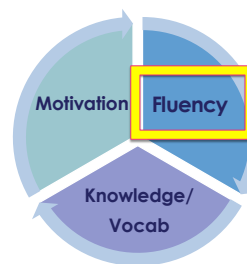
An Important Distinction

Fluency does not guarantee
comprehension...
...but lack of fluency guarantees lack of
comprehension.

In the chat:
Re-state this in your own words

25

How Do I Know if Fluency is the Culprit?



You may see...

- Low accuracy
- Low reading rate
- Little expression
- Comprehension is impacted

26

How Do I Know if Fluency is the Culprit?

Lean in and Listen!

A running record is a "window" into a student's reading process by examining their Oral Reading Fluency (ORF). It is the best indicator we have of the student's **cognitive reading process**.



27

What is a Running Record?

1. Student **reads a passage aloud** to a teacher at their normal speed for a minute or so
2. As the student reads, the teacher **writes down errors**
3. Once the student is finished, the teacher calculates the **rate, accuracy and expression** [as a proxy for comprehension]
4. Teacher analyzes data to **identify student's strengths and needs and plan supports**

28

What Does this Information Tell Us?

	Independent	Instructional	Frustration
Accuracy	97-100%	90-97%	<90%
Rate/Fluency	130 wpm +	100-130 wpm	<100 wpm
Comprehension [can use Expression as a Proxy]	Y	Y	N

29

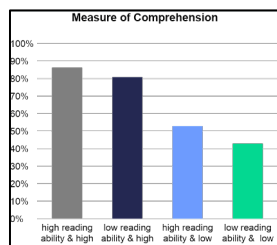
Interpreting the Results

- **Independent (Comfortable) text** = A student can read and understand the text with limited support/scaffolds
- **Instructional Text** = A student can read and understand the text with some supports
- **Frustration/Challenging Text** = A student needs intentional and strategic supports put in place to read and understand text

30

Interpreting the Results: Remember the baseball study?

We use this info to identify **supports**, not to "level" the reader!



32

What else can this data tell us?

In addition to strong core instruction, some students may need more, and we can use fluency data as a first step to identify underlying decoding issues!



33

Let's practice!

How can we use running record data to understand WHY the student is struggling to read fluently?

34

Remember Mr. Yardley + the Narrative Profile?

He analyzed 3 artifacts in the unit and identified some whole-group trends across his class:

Student	Below grade level, low scaffolding	On grade level, medium scaffolding	Above grade level, with high scaffolding
Jessica	3	3	2
Maddie	2	2	1
Trevor	2	1	0
Jacob	1	0	0

35

Mr. Yardley's Strategic Plan

Met with each of the students during independent practice and conducted two one-minute running records:

1. Current **grade-level text** in the unit (Where I Am From poem)
2. **Below-grade level text** they used earlier in the unit (related to the Map activity they completed)

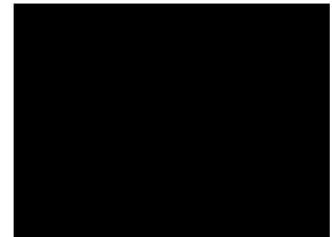
Trevor	2	1	0
Jacob	1	0	0

36

Let's Take a Listen

Listen to Sarah read aloud for a minute.

Notice: How is Mr. Yardley marking the text?



37

Identifying Level

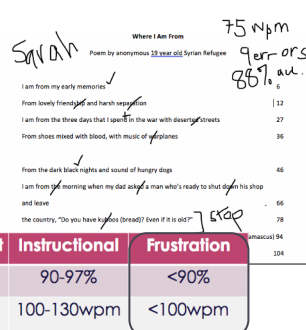
Accuracy = 88%

Rate = 75 wpm

Expression = No, reading in choppy phrases

What level is this for Sarah?

	Independent	Instructional	Frustration
Accuracy	97-100%	90-97%	<90%
Rate/Fluency	130 wpm +	100-130wpm	<100wpm



38

Key Points - Conducting a Running Record

- To maximize efficiency, **number the words of the passage ahead of time and stop the student after a minute**
- After reading, calculate the rate, accuracy and expression to **identify the level of the text** for the student
- Use this data to **plan scaffolds**, not identify the "student's level"

39

Fluency Data

In groups,
analyze the
students'
RATE,
ACCURACY
and
EXPRESSION.

What can this
data tell us?

Student	Below-Level Passage			On-Grade Level Passage		
	Acc	WPM	Exp.	Acc	WPM	Exp.
Jaime	100%	130	Y	95%	100	Y
Antonia	96%	170	Y	90%	170	N
Sarah	85%	80	N	88%	75	N
Trevor	98%	180	Y	91%	170	N
Jacob	80%	78	N	70%	65	N



40

Let's Debrief!

Student	Below-Level Passage			On Grade Level Passage		
	Acc	WPM	Exp.	Acc	WPM	Exp.
Jaime	100%	130	Y	95%	100	Y
Antonia	96%	170	Y	90%	170	N
Sarah	85%	80	N	88%	75	N
Trevor	98%	180	Y	91%	170	N
Jacob	80%	78	N	70%	65	N

41

Now that I've analyzed the data...

...how do I use this data to
plan instruction?

42

Components of Strong Fluency Instruction

1. Students must have **sufficient practice** with a variety of texts
2. Students need to hear **fluent reading modeled**
3. Students need **repeated practice** reading a text
4. Students need **feedback** on their reading

-"Building Reading Fluency," Liben, 2016

43

Resource Spotlight: Fluency Strategies

Review the
"Instructional Activities
to Support Fluency"
and consider how
these might look in
practice

Instructional Activities to Support Fluency		
Strategy	What?	Why?
1. Say It Like a Character	Students read a passage aloud and then the teacher reads the same passage aloud, modeling the correct pronunciation and intonation.	Students learn to read with the correct pronunciation and intonation, which improves their fluency.
2. Scaffolded Partner Reading	Students read a passage aloud to a partner, with the teacher providing support and feedback.	Students receive immediate feedback and support from a peer, which improves their fluency.
3. Repeated Reading	Students read a passage aloud multiple times, with the teacher providing support and feedback.	Students practice reading the passage multiple times, which improves their fluency.
4. Fluency Development Lesson	Students read a passage aloud, with the teacher providing support and feedback.	Students receive immediate feedback and support from the teacher, which improves their fluency.
5. Radio Reading	Students read a passage aloud, with the teacher providing support and feedback.	Students receive immediate feedback and support from the teacher, which improves their fluency.

1. Say It Like a Character
2. Scaffolded Partner Reading
3. Repeated Reading
4. Fluency Development Lesson
5. Radio Reading

44

Components of Strong Fluency Instruction

1. Students must have **sufficient practice** with a variety of texts
2. Students need to hear **fluent reading modeled**
3. Students need **repeated practice** reading a text
4. Students need **feedback** on their reading

-"Building Reading Fluency," Liben, 2016

45

Specific Feedback

Sample Fluency Feedback

- "You got all the words right, Thomas, but you read too fast. It was hard for me to follow what you were trying to tell me."
- "Eliza, the way you made each character sound different in this dialogue was fantastic. It was easy and fun to listen to these characters arguing."
- "I really like how you paused between sentences. This gave me a chance to think about the author's message. Now think about finding places to pause for just a second more inside longer sentences."
- "I loved how you made your voice strong and loud in this section. It really told me that this section of the passage was important."
- "Try slowing down here and making your voice a bit softer. Remember, you're trying to tell me about something mysterious. Tell the story with your voice as well as with the words."

Source: "Creating Fluent Readers" by Timothy Rasinski

46

Let's Plan for Instruction!

In breakout groups, read Mr. Yardley's plan and consider:

- What evidence of the **components of strong fluency instruction** are included in his plan? Where might you push his plan?
- How are the strategies he chose **aligned** with the students' strengths and needs in fluency?



47

Let's Debrief!

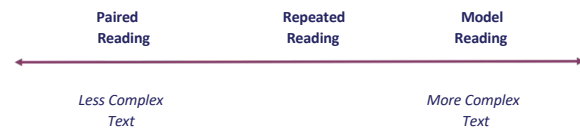


- What evidence of the **components of strong fluency instruction** are included in his plan? Where might you push his plan?
- How are these **aligned** with the students' strengths and needs in fluency?

48

Remember...

We must be **intentional** when applying supports!
Determine the most appropriate fluency strategy based on your students and the level of complexity of the text(s):



49

Key Point #1

Fluency practice can and should utilize **grade-level texts** to support rate & expression!

Accuracy
Read words accurately

Rate
Not too fast, not too slow

Expression + Prosody
Attend to Cues

50

50

But...

What about my students reading **below grade level**? Am I only supposed to use grade-level texts to support fluency?

No! Using carefully crafted fluency practice in grade-level text is appropriate some of the time, but...

51

51

But For Students with Significant Fluency Needs...

Supplemental practice in **Instructional Levels** texts supports accuracy and rate! Just make sure you are offering BOTH, and that this doesn't take the place of core instruction!

Accuracy
Read words
accurately

$$RC = \boxed{D} \times LC$$

52

Resource Spotlight: SAP Fluency Passages

"Fluency Passages" from
Student Achievement
Partners

tinyurl.com/SAPFluencyResources



53

Diagnosing Issues in Accuracy

How do we know if a student's dysfluency indicates underlying unfinished learning of foundational skills?

$$RC = \boxed{D} \times LC$$

54

Underlying Causes of Dysfluency

1. **Print Concepts** = knowledge about books
2. **Phonological Awareness** = hearing sounds that make up words
3. **Phonics** = mapping sounds to letters on the page
4. **Fluency** = reading with speed, accuracy + expression

$$RC = \boxed{D} \times LC$$

55

Phonological Awareness vs. Phonics

Phonological Awareness

- Focuses only larger chunks of **sound units**
- Builds the ability to connect **sounds and speech**
- Is at play when someone **recognizes and manipulates** chunks of sounds in **spoken language**

Skill you can do with
your eyes closed



56

56

Phonological Awareness vs. Phonemic Awareness

Phonemic Awareness

- Focuses only on individual **sound units (phonemes)**
- Builds the ability to connect **sounds and speech**
- Is at play when someone **recognizes and manipulates** individual sounds in **spoken language**

Skill you can do with
your eyes closed




57

57

Phonemic Awareness vs. Phonics

Must do done with eyes open



Phonics

- Focuses on the relationship between **sounds and written letters/words**
- Builds the ability to connect **sounds and written words**
- Is at play when someone **hears a sound and writes a symbol**

58

58

At a Glance

Phonological Awareness	Phonemic Awareness	Phonics
HEAR + MANIPULATE large chunks of sounds	HEAR + MANIPULATE individual sounds	READ + MANIPULATE letters/sounds
Know cat has one syllable , and rhymes with rat	Know cat has three sounds - /c/ /a/ /t/	Know CAT is spelled CAT and we read it as /c/ /a/ /t/

EASIER to MORE DIFFICULT

59

59

Revisit Mr. Yardley's Data

Read Mr. Yardley's next steps for supporting Sarah and Jacob

Consider: How is it similar or different than what is currently in place at your school?

Read the story below:

Mr. Yardley decided to go see the Interventionist to share his data regarding Sarah and Jacob, two students in his classroom who seemed to have underlying decoding issues. He was hoping the results might help him identify the root cause of their difficulties (low awareness and low reading skills).

Mr. Jacob, the Interventionist decided to administer a quick reading assessment to both Sarah and Jacob to learn more about their phonics knowledge during the last 5 minutes of class. She then used the benchmark included in the assessment to analyze their data.

She determined that both Sarah and Jacob were in the "within-10" words stage. Sarah seemed to have a strong understanding of short vowel sounds and the "silent e" sound rules, but could use explicit practice with her vowel teams and multisyllabic words.

Jacob, on the other hand, was confusing many of his short vowels and even had a few incorrect consonant blends. Not being "10" for him. Therefore, Mr. Smith suspected that Jacob may have some needs in phonemic awareness as well. She decided to give him a Phonological Awareness Inventory (PAI) as it was an interesting tool in hearing the sounds in the words, and met with him for a brief assessment during the last 5 minutes of class the next day after analyzing the phonological assessment data. Mr. Smith suspected that Jacob had strong skills with alphabets, blends, and CVC words, but needed additional support in hearing and writing the vowel sounds in words.

Mr. Smith talked back with Mr. Yardley to share out the results of the assessments. She gave him a few quick strategies he could use in class to support the students' fluency and decoding and identified times and read words with them 1-2 times a week for 10 minutes each.

60

60

In Summary...

1. **Intervention must exist as a continuum**, in both the core, supported by general education teachers, and when a student's needs demand it, by interventionists and special educators with knowledge about reading
2. **Strategic assessment systems** (Standardized, diagnostic, formative) should be used to identify the type and kind of support
3. **Intensive intervention** should be short, targeted, and include an exit ramp

61

61

A Final Note on Supporting Older Readers

Providing **foundational skills**, to older readers who have an identified need isn't only our job...it's an act of equity. If we don't do this, it's likely they will never get this type of support.

Instruction for older readers should always be **developmentally appropriate**, and we be transparent and talk to the student about why they are receiving this support.

62

62

Resource Spotlight: Assessments

Free Foundational Skills Diagnostic Assessments

Assessments for Foundational Skills

Letter Recognition + Alphabetic Knowledge:
<https://www.readingrockets.org/article/get-ready-read-screening-tool>

Phonological + Phonemic Awareness:

- **Phonological Awareness:**
 - Quick screener for phonological awareness: https://www.ies.org/ocr/downloads/Handout_QPAS.pdf (similar to Pre-reading assessment above)
- **Decoding:**
 - **Really Great Reading's Free Decoding Assessments:**
 - Pre-reading Assessment (phonological and phonemic awareness)
 - Beginning Reading (basic decoding skills + CVC words, etc)
 - Advanced Reading (vowel teams + multisyllabic words)
 - Advanced Plus Reading (multisyllabic words)
 - **Spelling (Orthography and Decoding Knowledge) and Scope + Sequence:**
 - Words their Way Primary Inventory
 - Words their Way Elementary Inventory
 - Words their Way Upper Grades Inventory

63


63

A Possible System of Support

Read through the
**Critical Actions to
Support All Students**
document.

In breakout groups,
discuss:

What is your next step
for supporting this work
in your school?



Critical Actions: Planning to Support All Students

Scheduling

1. All students with unfinished learning should receive full access to grade-level core instruction.
2. Teachers should first offer differentiated supports within core instruction.
3. Intervention (outside of core instruction) should support, not replace, core instruction and be aligned with students' strengths and needs.
4. Teachers should regularly monitor progress to identify if changes to their supports are necessary (using formative and diagnostic assessment).

Assessment

1. Standardized Data - Used to identify who needs additional assessment, not to place into intervention classes.
2. Formative Assessment - Used within the classroom to identify comprehension gaps across knowledge + vocabulary, motivation and fluency using a Narrative Profile which includes both comprehension data and fluency data.
 - a. When needed, collaborate with the interventionist to use Diagnostic Reading Data, such as the *Shelf-Chat-Stop* (Self-Chat-Stop) and *Shelf-Chat-Stop* (Self-Chat-Stop) to identify a support underlying fluency issues.
3. Plan and implement aligned supports within the core using the *Instructional Design* tool.
 - a. For students who require additional decoding or phonemic awareness interventions, identify short, targeted interventions that include an exit card. Communicate frequently with the interventionist to learn how you can support these needs in the classroom.
4. Implement supports, collect data, and adjust as needed.

Professional Development, Training & Collaboration

1. Train both general and special educators on high-quality core instruction.
2. Identify ongoing co-learning time (in-person or virtual) for general and special educators to study units and lessons and scaffold instruction.
3. Identify a plan for core support.
 - a. In-person class group students with disabilities into certain sections to provide small-group or push-in support with interventionist or special educator.

Remember to keep supplementary supports for diverse learners aligned to core instruction whenever possible.

- **SLA/Remedy Example:** Identify explicitly related texts for students to practice developing a fluency skill.

64

Reflection

In the chat:

What did you surface as your next step for
supporting this work in your school?

Share your action item!



65

Thank You!

Please give us your feedback:

<https://tinyurl.com/NDESession4>

66